

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS**

**Waverly School District
Continuous Improvement Monitoring Process Report 2005-2006**

Team Members: Chris Sargent and Barb Boltjes

Dates of On Site Visit: March 8, 2006

Date of Report: March 14th, 2006

This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by Special Education Programs. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

Promising Practice	The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.
Meets Requirements	The district/agency consistently meets this requirement.
Needs Improvement	The district/agency has met this requirement but has identified areas of weakness that left unaddressed may result in non-compliance.
Out of Compliance	The district/agency consistently does not meet this requirement.
Not applicable	In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

Principle 1 – General Supervision
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General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

Steering Committee Self-Assessment Summary

Data sources used:

- B – District/Agency Instructional Staff Information
- C – Suspension and Expulsion Information
- D – Statewide Assessment Information
- E – Enrollment Information
- F – Placement Alternatives
- G – Disabling Conditions

- H – Exiting Information
- Parent Survey, referrals, publications of child find notices
- Comprehensive plan
- Yearly child find results

Promising practice

The steering committee concluded the school has a student assistant team. A form is filled out for a student at risk. The team meets at least twice a month with the teachers trying different strategies to help the student succeed. After two months if the student is not showing progress the team will decide on a possible referral for special education.

The district uses Success Maker with all students at the elementary and Jr. High level to increase skills.

The Waverly K-12 staff participated in a Data Retreat which began in October of 2002. The Data Retreat involved hands-on analysis of four lenses of data: student data, professional practices, programs and structures, and parent and community involvement.

Working collaboratively and reflectively, the Waverly staff examined test data and classroom grades which enabled them to paint a picture of student achievement. They also correlated student achievement with school programs. Considerable time was devoted to analyzing the data and determining areas of strength and weakness.

As strengths and weakness in academic achievement were discovered, staff began to explore professional development provided to teachers in the district as well as examine professional practices. Staff also studied and compiled parent and student surveys which allowed them to study the perceptions in their school community. Once the data has been mined, staff discussed and recorded observations made concerning the data they had compiled, and formulated hypotheses concerning student achievement in the Waverly district. Goals were then articulated for the district and strategies were implemented to help achieve the goals.

Meets requirements

The steering committee concluded the district has appropriate child find procedures in place and maintains a census of children birth through five years old who live in the district. The district has a student assistance team process from which referrals may come. Staff surveyed indicated the district has sufficient pre-referral interventions and support services available to maintain at risk students in the general education program.

Teachers at the elementary and secondary level are given copies of each child's IEP they will have in their class. After each student IEP, teachers are updated with goals and modifications. The school district follows state guidelines for the reporting of students suspended, expelled, or who have dropped out of school.

Validation Results

Promising practice

The monitoring team agrees the district Student Assistance Team (SAT) process is an area of promising practice. The six level procedures specifically outline the step to be taken when a student is identified at risk. Through interview general education staff indicated the SAT has proven to be very effective.

The team was unable to validate Success Maker and the data retreat as areas of promising practice.

Meets requirements

The monitoring team agrees with all areas identified as meeting requirements under general supervision as concluded by the steering committee.

Principle 2 – Free Appropriate Public Education
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All eligible children with disabilities are entitled to a free appropriate public education (FAPE) in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3rd birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

Steering Committee Self-Assessment Summary

Data sources used:

- State Tables C,E,F,K, L, M, N
- Age at referral
- Number of students screened
- Personnel development education
- Preschool age
- School age
- Personnel training
- Budget information
- Comprehensive plan
- Surveys

Meets requirements

The steering committee concluded the school district provides FAPE for children birth through 21 as determined by their IFSP and IEP. The district follows state and federal regulations to ensure FAPE for all students.

Validation Results**Meets requirements**

The monitoring team agrees with all areas identified as meeting requirements under free appropriate public education as concluded by the steering committee.

Principle 3 – Appropriate Evaluation

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

Steering Committee Self-Assessment Summary

Data sources used:

- State tables G,H,I,J

- Teacher file reviews
- Surveys
- Comprehensive plan
- Parent Teacher report forms
- Initial referral

Meets requirements

The steering committee concluded parents are provided prior notice/consent and student are evaluated in all areas of suspected disability. Achievement and functional assessments were completed within the 25 school day timeline. Reevaluations are completed on all students in the Waverly district and are used to determine eligibility and the needed services. A multidisciplinary team report is available for all students with a learning disability and parent indicated they receive copies of test results.

Validation Results

Meets requirements

The monitoring team agrees with all areas identified as meeting requirements under appropriate evaluation as concluded by the steering committee.

Needs improvement

Through interview and a review of one student file, the monitoring team noted that the evaluation to change the disability category for a child identified as developmental delay was held after their sixth birthday. Staff is aware of the proper procedure and ensures that evaluations required to change categories will be conducted within the appropriate time line.

Principle 4 – Procedural Safeguards

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

Steering Committee Self-Assessment Summary

Data sources used:

- State Table L and M
- Teacher file reviews
- Surveys
- Comprehensive plan
- Parental Right document
- Consent and prior notice forms
- Public awareness information
- FERPA disclosure

Meets requirements

The steering committee concluded district policies, parental surveys and file reviews indicate the district parents are notified of their rights. Consent is obtained for all initial placements into special education.

The district policies provide parents with the opportunity to inspect and review all educational records concerning their child in the provision of a free and appropriate public education. The district has not had a complaint or due process hearing.

Validation Results

Meets requirements

The monitoring team agrees with all areas identified as meeting requirements under procedural safeguards as concluded by the steering committee.

Principle 5 – Individualized Education Program

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- Parent surveys
- Student surveys
- Comprehensive plan
- Teacher file reviews
- Personnel training
- Budget information

Meets requirements

The steering committee concluded the prior notice documents have all the required content. Parents are invited to all meetings and the required members are present at all IEP meetings. Services are started immediately after the IEP team has met. The district meets all required evaluation and IEP timelines transition evaluations are completed on all students of transition age. The district comprehensive plan addresses the transition of children to the Part B program. Progress reports are provided to parents with the student's report card.

Out of compliance

The steering committee concluded the present levels of performance did not consistently contain skill specific student strengths, weakness and involvement in the general curriculum.

Goals did not consistently link to the present levels of performance or contain a condition statement.

Validation Results

Meets requirements

The monitoring team agrees with all areas identified as meeting requirements under individual education program as concluded by the steering committee.

Through interview and a review of student files the monitoring team concluded that present levels of performance contained skill specific strengths, weakness and discussed the students involvement/progress

in the general curriculum. Goals were linked to the present levels of performance and contained a condition statement therefore these items are considered to meet requirements.

Principle 6 – Least Restrictive Environment

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment (LRE) procedures, preschool children, and LRE related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- State tables E,G,I,J,F and N
- File reviews
- Surveys

Meets requirements

The steering committee concluded the district has policies and procedures in place for addressing the LRE of students.

Validation Results

Meets requirements

The monitoring team agrees with all areas identified as meeting requirements under least restrict environment as concluded by the steering committee.